

WOOTERS

A History of Academies in Illinois

Education

A. M.

1913

THE UNIVERSITY
OF ILLINOIS
LIBRARY

1913
W88





Digitized by the Internet Archive
in 2014

<http://archive.org/details/historyofacademi00woot>

A HISTORY OF ACADEMIES IN ILLINOIS

BY

JAMES ELLSWORTH WOOTERS

Ph. B. Blackburn College

1908.

THESIS

Submitted in Partial Fulfillment of the Requirements for the

Degree of

MASTER OF ARTS

IN EDUCATION

IN

THE GRADUATE SCHOOL

OF THE

UNIVERSITY OF ILLINOIS

1913

1913
1933

UNIVERSITY OF ILLINOIS
THE GRADUATE SCHOOL

June 6

1913

I HEREBY RECOMMEND THAT THE THESIS PREPARED UNDER MY SUPERVISION BY

James Ellsworth Wooters, Ph.B.

ENTITLED A History of Academies in Illinois

BE ACCEPTED AS FULFILLING THIS PART OF THE REQUIREMENTS FOR THE

DEGREE OF Master of Arts

Lewis J. Anderson

In Charge of Major Work

W. T. Bagley

Head of Department

Recommendation concurred in:

Committee

on

Final Examination

247477

TABLE OF CONTENTS.

I. INTRODUCTION.

— II. CHAPTER I: THE ENGLISH ACADEMIES.

— III. CHAPTER II: THE COLONIAL SECONDARY SCHOOLS.

— IV. CHAPTER III: THE PIONEER ACADEMIES IN ILLINOIS.

— V. CHAPTER IV. TWO DECADES OF ACADEMY ACTIVITY.

— VI. CHAPTER V: THE DECLINE OF THE ACADEMIES.

VII. APPENDIX A: LIST OF PRESENT-DAY ACADEMIES.

VIII. APPENDIX B: CHRONOLOGICAL LIST OF ACADEMIES
CHARTERED BY THE LEGISLATURE.

IX. BIBLIOGRAPHY.

1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25
26
27
28
29
30
31
32
33
34
35
36
37
38
39
40
41
42
43
44
45
46
47
48
49
50
51
52
53
54
55
56
57
58
59
60
61
62
63
64
65
66
67
68
69
70
71
72
73
74
75
76
77
78
79
80
81
82
83
84
85
86
87
88
89
90
91
92
93
94
95
96
97
98
99
100

INTRODUCTION.

It is the purpose of this study to outline the academy movement in Illinois; to present facts and opinions collected from various sources in regard to these private schools; to tell of their origin, their foundation and support, their government, their courses of study, and the causes which led to their growth and decay.

That the academies have had an important part in the development of our educational system is unquestioned. Their coming brought a degree of culture and refinement into a rugged frontier life. That their rapid rise during the 40's and 50's hastened the enactment of the free school law of 1855 is evident. From the admission of the state into the Union down to the close of the Civil War, the academy was the dominant educational institution in Illinois, as it was in every other state. "The academy age," says a recent writer, "was in fact the age of transition from the partially stratified colonial society to modern democracy"¹ The academies represented the coming of the great middle class into its own, and this brought universal education one step nearer.

These pioneer schools offered the only training for the statesman, the lawyer, and the teacher of that early day. If their program of studies now seems extravagant and their equipment poor and mean, let them not be despised. Judged by their results in character building and the fixing of high ideals, these institutions have not been surpassed. Many a successful man can look

1. O.F. Adams- "Some Famous American Schools," Boston, 1903.

back to the old academy and bless it for giving him his inspiration.

The most common and best sustained charge against the academies was that they were aristocratic. This was true only in that they charged tuition fees. They were not free schools, and of course the very poor were not usually represented because they could not pay the fees; but the very first charters granted to academies in this state provided that as soon as the funds of the school would justify it, the poor were to be instructed free.¹ Many a poor boy who had the will, found no difficulty in working his way through the academy. The fact is, much of the censure heaped upon the academies was given at a time when they were numerous and highly democratic. In the fierce fight for free schools in the early 50's, the advocates of the public schools found it expedient to strengthen their cause by attacking the academies.

That these old schools served their day and generation well, few will deny, but their history is fast becoming mere tradition. For much of it one must depend upon the uncertain memory of the aged, the dusty files of old newspapers and school journals, and legislative records not easily accessible. The number of private schools of academy grade chartered by the General Assembly of the state up to 1870 (When special charters ceased to be granted) was two-hundred and twenty-two. There was hardly a town of any size, especially in the central and northern part of the state, but could boast one or two such schools—usually an academy for the boys and a seminary for the girls. The records made by the teachers of these schools are lost, if perchance they left any records,

1. See Charter for Madison Academy, in Chapter III. p 26.

and the very existence of most of the schools is suggested only by the legislative act of incorporation. Many of these private schools were conducted for a year or two perhaps, and , failing to pay expenses, closed their doors. No report was required by law from private schools until 1872, and even after that date the law was not observed. For this reason the state school reports give little help in tracing the history of the academies.

The chief sources of information used in the preparation of this study have been the excellent monographs on Early Education in Illinois by Dr. Samuel Willard and Prof. W.L.Pillsbury in the Illinois School Reports for 1883-4 and 1885-6, and the Session Laws of the General Assembly, 1819 to 1870 inclusive. To these must be added reports from most of the academies now in operation in this state, and personal letters from numerous sources. Many difficulties have been encountered, among which may be mentioned- first, the scattered and uncertain data; second, the difficulty of distinguishing the academy from the college on the one hand, and from the primary school on the other; and lastly, the difficulty of finding persons who recall something of these old schools.

The work has been undertaken in the hope that it may place in permanent form some of the facts of our educational history that are in danger of being lost, and thus make easier the work of succeeding investigators. No claim is made that an exhaustive history of academies is here given, but it is believed that what is recorded is accurate and of historical worth.

CHAPTER I.

THE ENGLISH ACADEMIES.

The Grammar Schools and Non-Conformist Academies of England have had a very marked influence upon the development of secondary education in the United States. These schools were the prototypes of those established in this country. Our colonial grammar schools were in fact transplanted English grammar schools, with the same curriculum and organization, and supported in the same manner as those of the mother country.¹

The academies, while not so closely modeled after the English type, were nevertheless organized and directed by men in close touch with the academy leaders in England, such men for example as Morton, Watts, and Doddridge,² and it is reasonable to suppose that this influence had much to do in shaping the organization as well as in supplying the name for our early schools.

Origin of the name-Academy.

The word academy is derived from Academus, or Hecademus, a mythical personage who is said by Greek tradition to have given a grove to Athens. In this grove Plato taught philosophy, and the term has since been used to apply to certain institutions of learning. In this sense the museum at Alexandria in the third century B.C., and Alcuin's school in the palace of Charlemagne (782 A.D.) are called academies.³ The use of the word

1. Monroe: History of Education, p 186.

2. E.E. Brown: Making of Our Middle Schools, p 176

3. Encyclopaedia Britannica, eleventh edition.

academy to designate certain schools for the education of the nobility was common on the Continent among the great humanists of the sixteenth century. Such a type of school is sketched by Sir Humphrey Gilbert in his project for the education of English nobility and gentlemen (1572). A more common and widely extended use of the term refers to a society or institution for the cultivation and promotion of literature, of arts and sciences, or of some particular art or science,¹ as the French Academy, the Royal Academy of Science at Berlin, or the American Academy of Political and Social Science. This type had its beginning in the institution of the Academy of Floral Games at Toulouse in 1325 by the Troubadours.² Milton, in his letter to Samuel Hartlib in 1643 uses the term in the sense of both school and university. After giving his celebrated definition for education he describes a proposed academy as follows: "I call therefore a complete and generous education that which fits a man to perform justly, skilfully and magnanimously all the offices both public and private of peace and war. And how all this may be done between twelve, and one and twenty, less time than is now bestowed in pure trifling at grammar and sophistry, is to be thus ordered. First to find out a spacious house and ground about it fit for an Academy, and big enough to lodge a hundred and fifty persons, whereof twenty or thereabout may be attendants, all under the government of one, who shall be thought of desert sufficient, and ability either to do all, or wisely to direct, and oversee it done."³ The Non-Conformists gave the name academy to their boarding schools, which were of various grades, some of them

1. Murray's English Dictionary. 2. Monroe's Cyclopedia.

3. Milton's Tractate on Education, Pitt Press Series, p 8.

little better than primary schools, while others essayed to do the work of the university. The choice of the title academy for these institutions may have resulted from its use by Milton, he being considered by the Dissenters as a co-religionist, but more likely it was due to Calvin and the Scotch presbyterians who applied the term to their universities established without the sanction of the Pope.¹ In his "Essay upon Projects" Defoe uses the term academy in describing a secondary school. He also uses it in its more general meaning to designate an association of philologists engaged in the work of improving and perfecting the English tongue, after the manner of the French Academy. He gives a plan for an institution which is to include an Academy for Music, which will furnish cheap Sunday concerts; an Academy for Military science and practice; and an Academy for Women, which antedated by a hundred years any other women's school in either England or America.²

From Defoe we can easily trace the use of the term in this country to Franklin, who in his Autobiography acknowledges his indebtedness to Defoe.³ The name academy, however, had been applied to a school in Charleston, S.C. as early as 1712, and to Tennant's "Log College" in New Jersey in 1739,⁴ but Franklin gave publicity to the term by publishing in 1749 a pamphlet containing a scheme for public education in Pennsylvania in which he used the word academy with its now generally accepted meaning. Franklin's pamphlet had a wide circulation and led, perhaps, to the establishment of many such institutions in this country, and the

1. Monroe's Cyclopedia. 2. See Defoe's Essay upon Projects.

3. Ame. Journal of Education, v-XXX, p 760.

4. Brown: Making of Our Middle Schools, p 180.

name- Franklin Academy- was quite common, as will be noted in the list of Illinois schools given in a later chapter.

But it was not alone through the work of Franklin that these early American schools came to be called academies. Some of the English academy principals, notably Rev. Charles Morton who spent his later years in America, and Dr. Doddridge and Isaac Watts whose writings were widely read here, exerted a great influence¹ in naming and shaping the course of the New England schools.

Causes Which Produced The Academies.

The age-long Puritan-Cavalier contest in England and America gave rise to the academies. The great middle class was fighting for political and religious liberty, and the academy was one means for gaining this result. In general it may be said that the academy represented a spirit of dissent, both religious and academic, and it was Puritan dissent in each country. The English academy was a protest of religious non-conformity against humanistic tradition.

The first academy of which there is record was established in 1665 at Rathmill, England by Richard Frankland who had been commissioned by Cromwell to establish a college with funds taken from the episcopal see of Durham. The college disappeared at the Restoration, and Frankland set up a private school which became the first² of a long line of academies in both England and America.

By the Act of Uniformity which was renewed in 1662, about two thousand English clergymen were driven from their parishes, and many of them turned to teaching for a livelihood. These men

1. Brown: Making of Our Middle Schools, p 175 .
2. J.F. Brown: The American High School, p 15.

were mostly university graduates, and as the non-conformists were now excluded from the schools and colleges, the deposed ministers opened private schools. The Act of Uniformity and the Five Mile Act made progress extremely difficult, but these earnest men persisted in their efforts. The Toleration Act modified conditions somewhat, but it was an uncertain and half-outlawed existence which their schools led. And yet these academies multiplied, and the work which they accomplished has had a far-reaching influence. Many of these schools became famous because of the noted men whom they trained. Rev. Charles Morton's school at Newington Green was one of the best known of the earlier academies. Defoe, who was educated there, speaks in highest praise of the school of his former master, although he criticises other institutions of this class. Another academy at Newington, presided over by Thomas Rowe, had Isaac Watts among its students, and the famous school founded by Philip Doddridge in 1729 was distinguished in later years by having had Joseph Priestly as a pupil. Other noted academy products were, Nicholas Sanderson, Viscount Bolingbroke, Samuel Wesley, John Hughes, Joseph Butler who wrote the Analogy, and Thomas Secker, later Archbishop of Canterbury.¹

The Curriculum.

While attempting to keep alive the traditions of scholarship among the dissenting bodies, the academies represented a general revolt against college tradition. They stood for a broader and more realistic list of studies, and while teaching theology and the classical languages according to the ancient approved system, they also took up work in geography, mathematics and science²

1 Brown: The Making of Our Middle Schools, p 172.

2. Paul Monroe: Text-Book in the History Of Education, p 499

Another thing that made the academies popular at this time was the fact that the instruction was quite generally given in English rather than in Latin which was the language of the Latin grammar school and the college. There has been some disagreement among educational writers as to who is entitled to the credit for starting this innovation, but it seems quite clear that Rev. Charles Morton in his school at Newington Green was the first to give his lectures in the vernacular.¹ Dr. Philip Doddridge was another academy principal who was noted for using the English tongue in the class-room, and his lectures and text-books exerted wide influence both in Europe and America.

Decline of the English Academies.

By the close of the eighteenth century, the Non-Conformist academies came to an end. The religious persecution which had called them into being ceased and they were lost in the maze of secondary schools which arose in England at the opening of the nineteenth century. The services of the academies to education cannot be overrated. By giving attention to subjects outside the universities, such as science and commercial branches, they brought education nearer to the people. They also forced the colleges to take up the realistic studies. This influence extended overseas and helped to determine the list of subjects taught in our early schools. The writings of the English academy leaders were common text-books in Illinois fifty years ago, as for example, Butler's "Analogy" and Watts' Astronomy and "On the Improvement of the Mind".

1. Cf. Defoe: Present State of Parties, p 319. See also
L.F. Anderson: History of Common School Education, p 248.

Summary.

Our early schools were modeled after those of England. This was especially true of the Latin grammar schools which were fitting, ^{schools} of the English type.

Deform's influence on Franklin probably led to the use of the word academy to designate our early schools, although it is suggested by some that Scotch influence had much to do with this.

The rise of the academy was coincident with the rise of the middle class. In England it represented a protest against academic and religious intolerance.

The academies brought the sciences into the curriculum and made the mother-tongue the instrument of instruction.

The influence of the English upon the American academy is shown in the important place in their course of study which the latter schools gave to English grammar, mathematics, and the sciences

The decline of the English academies began with the relaxation of the oppressive laws against non-conformity. With the disappearance of religious disabilities they were lost in the multiplicity of secondary schools during the early nineteenth century.

CHAPTER II.

THE COLONIAL SECONDARY SCHOOLS.

The history of secondary education in the United States may be blocked off into three fairly distinct divisions. The first of these covering the greater part of the colonial period, had for its type the old Latin grammar school. The second period which may be taken as extending from the beginning of the Revolutionary War to the close of the Civil War was especially the time during which the academy was the dominant institution. And the third and last period, from the Civil War to the present time has to do with the rise of the great free public high school system.¹

The First Schools.

Most of the immigration to this country during the seventeenth century was from England. It consisted largely of men of education and influence who were driven from home by religious controversy and civil war. These[^]men were concerned with the educational and religious upbuilding of the communities in which they settled. While most of the colonists were engaged in the conquest of the wilderness, these idealists began the establishment of schools, in order "that learning may not be buried in the grave of our fathers", as the General Court of Massachusetts declared.² These early schools were exact imitations of the old English grammar schools of that day. They were called Latin

1. Brown: The Making of Our Middle Schools, p 6.

2. Brown in Commissioner of Education Report, 1903, p 553.

grammar schools, grammar schools, Latin schools, or, in some instances, free schools, but they were all substantially of one type. While not directly connected with the colleges in an administrative way, the grammar schools were nevertheless bound up with them in a system that had for its aim and end the education of young men for the Christian ministry and the other learned professions.

Legal Status of Grammar Schools.

In many of the colonies the grammar schools were regulated by law, and supported, at least in part, by public taxation. Massachusetts, Connecticut, New Hampshire, and Maryland had each a system of grammar schools.¹ William Penn in 1689 directed the President of the Council of Pennsylvania to set up a public grammar school in Philadelphia.² In some of the other colonies there were interesting legislative enactments from time to time relating to secondary education, but no general system was established.

The Massachusetts law of 1647 provided that every town of one hundred families should maintain a grammar school,³ but the frontier towns struggling for bare existence found it difficult if not impossible to comply with this law, and help was sometimes given by the General Court, as in 1659, when one thousand acres of land was donated to each of the towns of Charleston, Cambridge, and Dorchester for the support of their grammar schools.⁴

The Program of Studies.

The curriculum of the grammar schools was determined by the college requirements for admission. It consisted in the main of

1. Com. of Education Report. 1903, p 555.

2. Brown: Making of Our Middle Schools. p 54

3. Records of the governor and company of the Massachusetts Bay in New England, II, p 203. Quoted from Brown.

4. Adams: Some Famous American Schools. p 6.

Greek and Latin grammar, and Classics, with a little "common arithmetic" in some cases. The grammar and classic authors prescribed were "the same books which by law or custom are used¹ in the schools of England". This program of studies became very unpopular with masses during Revolutionary times, and a demand was made for change, which to some extent was met by the introduction of the common English branches together with elementary science, but a few of the grammar schools adhered to the old classical program because the colleges required it, notably the Boston Latin School which was opened in 1635, and which continues to² prepare students for Harvard college.

Decline of the Grammar School.

So long as the educated Puritan class maintained its ascendancy in political affairs, the grammar schools were fairly well supported although it was often necessary to impose fines on towns which failed or refused to obey the law,³ but when this class became the minority party as it did in many towns in the first half of the eighteenth century, the schools declined. We read of one instance where an ignorant head master was chosen at a salary of thirty pounds a year in order to discredit the school, but still meet the letter of the law.

Other causes for the decline of the grammar schools were in the main the same influences which were changing political affairs: as, the growing power of the middle and lower classes; the commercialism of the older communities; and the hatred of everything modeled after English pattern. To these may be

1. Brown in Com. of Education Report, 1903. p 554

2. Brown: Making of Our Middle Schools, p 243.

3 Ibid, p 71.

added the growth of literature in the vernacular, the demand for instruction in the sciences, and a pronounced feeling on the part of the more active Protestant denominations that classical training had a dampening influence on pulpit fervor, and that young men should be prepared for the ministry in a much shorter time than¹ was required by the grammar schools and colleges.

These causes together with numerous others worked to destroy the prestige of the grammar school, and a new type of institution was clearly needed. The Puritans, disgusted with way the schools were managed, set about the establishment of private grammar schools of their own. One of these, made possible by the gift of three hundred acres of land by Lieutenant Gov. Dummer of Massachusetts,² was opened at Newbury in 1763, in charge of Samuel Moody.

Master Moody was a great teacher who modeled his school exactly after the English type, and prepared boys for college in a manner equal to the best days of the old Puritan regime.³ This school was chartered as Dummer Academy in 1782, and although the third in the list of chartered academies in New England, it may justly be called the leader in the academy movement. Dummer Academy and the two Philips Academies which were chartered at about the same time were not essentially different from the best types of the Latin grammar school, except that they served a wider constituency, and extended their program of studies to include many subjects not required for college entrance. This made them in a sense colleges for the common people. Being independent of the educational system, they did not set forth preparation for college

1 Brown in Com. of Education Report. 1903, p 557

2. Adams: Some Famous American Schools, p 8.

3 Dexter: History of Education in the U.S. p 91.

as their chief aim, but became more properly finishing schools.²

But the change from the dominance of the grammar school to that of the academy was gradual and never became complete. Both types existed side by side in many places, and they have continued with some modifications down to the present.

The First Academy.

By common consent the honor of having started the academy movement is given to Franklin. As early as 1743 he had sketched a plan for an academy at Philadelphia, but it was not until 1751 that the school was opened. In 1753 a charter was granted which authorized the trustees "to erect and support an academy or any other kind of seminary of learning in any place within the said province of Pennsylvania where they shall judge the same to be most necessary and convenient for the instruction, improvement and education of youth in any kind of literature, erudition, arts and sciences, which they shall think fitting and proper to be taught".¹ Truly these were broad provisions, and the trustees set about the establishment of a school having three departments- Latin, English, and mathematics-each under a separate master. The objects which this academy was intended to serve as set forth by the trustees were as follows: (1) That the youth of the colony might be educated at home, (2) The preparation of citizens for public office, (3) The training of the poorer classes for rural school teachers, and (4) The financial gain to the city by having students from other colonies attend.

The management of this school in many ways did not meet the approval of Franklin. Forty years after the school started he

1. Brown: Making of Our Middle Schools, p 179. 2. Ibid, p230.

published an appeal for a fairer treatment of the English department, in which he declaired the "Latinists were combined to decry the English school as useless".

Scattered throughout the Southern colonies were many schools called academies which were never regularly incorporated. These schools varied widely as to grade, some teaching merely the "three R's", while the highest prepared for the colleges of New England. The Moravian brethern opened a school at Nazareth, Penn. in 1759, which became very popular on account of its excellent instruction and discipline. Other famous schools of the later colonial period were- the two Philips Academies at Andover, Mass. (1780), and Exeter, N.H. (1781), Lower Marlborough, Md. (1778), and Leicester, Mass. (1784). These old schools did a wonderful work in preparing the way, but they were distinctively English in type, and those of them that yet endure continue so unto this day. The real academy as an American type belongs to the earlier years of our Independence. It was at this time that the institution which later became common in Illinois, and which in its varied developments has contributed so largely to the making of American civilization began to exercise a dominant influence in educational affairs.

The American Type.

The rise of this American type of academy was coincident with the rise of the middle class. After the Jeffersonian victory of 1800, the academy movement went forward at a rapid rate, especially in the Old Northwest Territory. The Ordinance of 1787 had declared that "schools and the means of education shall be forever encouraged" and this document was regarded in the section to which it applied with all the veneration due to a written constitution. The leaders,

at least, sought to 'encourage the means of education' in every possible way. This^s is apparent from the liberal donations of public lands which Congress made for the founding and support of schools and colleges.

These western schools differed from the early New England academies chiefly in their program of studies. In some, organized and supported as denominational schools, and having for their chief object the training of ministers of the gospel, the old classical studies predominated; but in the great majority of them, depending as they did upon tuition charges for their support, the common English branches occupied the leading place; and the education of teachers, accountants, and young men intending to read law or medicine, was the chief function.

Administration.

The typical academy administration was a board of trustees which was self-perpetuating. In its organization a number of individuals associated themselves together, donated land or other property for the erection and equipment of a building, and applied to the state legislature for a charter. The charter (See chapter IV) was usually a liberal one, with no restrictions except those designed to guarantee religious freedom. The securing of a charter was usually the easiest part of the proceedings. A long struggle with poverty and the opposition of the ignorant often followed, and in a great many cases the school was never started. The erection of buildings represented self-sacrifice and a firm belief in the advantages of education. This fact finds repetition in the preamble of many charters in which there is recognition of the blessings of education, not only to the immediate vicinity, but also

to the government. The men who built up our institutions sacrificed much for the education of their children. They were poor in purse but rich in public spirit, justly believing that civil liberty cannot be maintained without education, religion, and law.

The self-sacrifice which went into the making of our colonial academies has had a profound influence upon our national life. It bound scattered communities together in a common undertaking, which helped on the growth toward union. The academies were centers of robust Americanism. In them the spirit of independence was fostered, and when at last we came to have a national literature, its readers were made up for the most part of those who had been trained^{ed} in the academies.¹

As Teachers' Training Schools.

The academies were the fore-runners of the normal schools. The education of teachers for the common schools was a problem which they helped to solve. One of the reasons for the establishment of Franklin's academy was that the poor might be trained to become schoolmasters. For many years the elementary schools in all of the states looked to the academies for their supply of teachers, and when the organization of state normal schools began in 1839 the academy was taken as a model for the new institution.²

Female Education.

Another function of the academy was the education of women. No provision was made for the higher education of girls in colonial times. College doors were closed against them. Many of the academies, however, were co-educational from the start, and the growing demand for women teachers in the primary school led to the

1. Brown: Making of Our Middle Schools, p-247.

2. Ibid, p-251

opening of many female academies. The labors of Catherine Beecher, Catherine Fiske, Emma Hart, and Mary Lyon¹, made them the apostles of female education in the United States.

Summary.

The academy type of school represents a transition step between the old Latin grammar school and the modern high school. It arose out of the civic and social turmoil which marked the beginnings of our Independence. Unlike the grammar school, it grew up without legal restrictions placed upon its work.

The typical academy course of study was intended to be both cultural and vocational. While the classics were usually included in the course, the sciences and English were made prominent. This was due to their dual character of both fitting and finishing schools.

The academy movement may be considered as starting with Franklin's academy in 1751, and continuing for a century.

Academy administration, consisting as it did of the rule of a self-perpetuating board of trustees, gave stability and a uniform policy which were important elements of its success.

The preparation of teachers for the primary schools, and the impulse given to the higher education of women, are among the important results with which the academy may be credited.

1. Brown: Making of Our Middle Schools, p 254-5.

CHAPTER III.

THE PIONEER ACADEMIES IN ILLINOIS.

Two streams of immigration flowed into the Illinois country after Clark's Conquest. The one from Virginia and Kentucky by way of the Ohio river settled the southern part of the state; the other coming from New England and New York about a third of a century later, by way of the Great Lakes, made settlements in the northern part. In the central portion, these two streams met and mingled, and it is here that many of our most important social problems have been worked out.

The home training of these two classes of settlers determined the character of the institutions which they set up. Those from the South brought with them the ideals of the Cavalier class- the education and rule of the few, the large unit in government, and the small importance of the individual in the social group- while the Puritans from New England established their town government, and gave to every man an equal chance with his fellows. This accounts in large measure for the fact that academies were more numerous in the northern than in the southern part of the state.

The First Academies Chartered.

The first General Assembly of the State of Illinois met in the town of Kaskaskia on the 5th day of October, 1818. There were present thirteen senators and twenty-seven representatives. Governor Shadrach Bond in his first message called attention to the importance of education, but his appeal did not arouse any marked enthusiasm. No system of public education was even proposed. The

legislators, however, could find no objection to granting to private individuals the right to organize schools, provided no public expense was incurred. And thus the Assembly won renown for itself by granting substantially identical charters to Madison Academy at Edwardsville, Belleville Academy at Belleville, and Washington Academy at Carlyle. As this form of charter was typical of those granted to later schools, and as it contains many items of interest in a study of the founding of academies, the one for Madison Academy is given here as follows:-

An Act to Incorporate the Madison Academy.

Whereas several inhabitants of the town of Edwardsville and county of Madison, have entered into arrangements to build, by subscription amongst themselves, an academy for the education of youth; and whereas so laudable and useful an undertaking is deserving of legislative sanction: Therefore,

(Sec.1) Be it enacted by the people of the State of Illinois represented in the General Assembly and it is hereby enacted by the authority of the same. That Benjamin Stephenson, Joseph Bowers, Robert Latham, John Todd, Joseph Conway, Abraham Prickett and Theophilus W. Smith, be, and they are hereby constituted a body politic and corporate, to be known by the name of the trustees of Madison Academy, and by that name to have perpetual succession and a common seal.

(Sec.2.) Be it further enacted that there shall be monthly meetings of the trustees of the said academy on the first Saturday of every month, the chairman of the board shall have power to call special meetings, giving five days notice thereof, a majority at any stated adjourned or special meeting, shall form a board or quorum,

and a majority of them shall be capable of doing and transacting all the business and concerns of the said academy and particularly of entering into contracts for erecting and repairing any building or buildings necessary for said institution, of making and enacting by-laws and ordinances for the government of the said academy and not contrary to the constitution and laws of the United States or of this state: of filling vacancies in the board of trustees occasioned by death, resignation or removal out of the state; of electing and appointing the principal professors and teachers of said academy; of agreeing with them for their salaries, and of removing them for misconduct, or breach of the laws of the institution; of appointing committees of their own body to carry into execution all and every resolution of the board; of appointing a chairman, treasurer and secretary, out of their own number; and stewards and managers and other necessary and customary officers for taking care of the estate; and management of the concerns of the institution: Provided that all vacancies of the board of trustees shall be filled at a stated meeting of the board.

(Sec.3.) Be it further enacted that the board of trustees shall have power to demand and receive the money and materials already subscribed, or that may hereafter be subscribed for the use of the said institution, and spend the same for the purpose of the said academy in such manner as they shall deem proper.

(Sec.4.) And be it further enacted, That it shall be the duty of the trustees as soon as the funds of the academy will admit, to establish an institution for the education of females; and to make such bylaws and ordinances for the government thereof, as they shall deem necessary and proper.

(Sec.5.) And be it further enacted, That the trustees shall be enjoined to cause the children of poor people, in the said county to be instructed gratis and to cause all the students to be educated gratis at the said academy, in all or any of the branches of education which they may require, whenever the funds of the institution shall, in the opinion of the trustees permit these, or either of these arrangements.

(Sec.6.) And be it further enacted, That as the dissemination of useful knowledge should be the only object contemplated by this institution, no preference shall be given, nor any discrimination made in the choice trustees, professors, teachers, or students on account of religious sentiments, nor ^{shall} the trustees professors or teachers, at any time make by-laws or ordinances, or regulations, that may in any wise interfere with, or in any manner control the right of conscience or the free exercise of religious worship.

(Sec.7.) Be it further enacted, That the said trustees and their successors, by the name and style aforesaid, shall be capable in law to purchase, receive and hold, to them and their successors any lands, tenements, goods and chattels, of whatsoever kind the same may be, either given, derived to, or purchased, or leased for the use of the said academy, and shall sell and dispose of the same as shall seem most convenient to the interest of the said academy; and shall be persons in law, capable in law of suing and being sued, pleading and being impleaded in all courts and places whatever.

(Sec.8.) Be it further enacted by the authority aforesaid, That the several persons hereinbefore named be and they are hereby appointed trustees of the town of Edwardsville, in the aforesaid county of Madison, to continue in office until the election of their

successors as hereinafter provided. (Note: This and the following five sections of the law provide for the town government of Edwardsville)

About a month after this charter was enacted an amendment was passed providing for the election of other trustees for the town of Edwardsville,¹ and in 1823 the section of the act of 1819 establishing the Belleville academy, which made the trustees of the academy also the trustees of the town,² was likewise repealed.

No records have been found to indicate that the schools at Edwardsville and Carlyle were ever organized. Belleville Academy, however, was opened about 1821 and continued its work for some years. By act of the legislature approved Jan. 27, 1821 power was given to the trustees of this academy to lease out the school section in township number one, and to receive half of the income. A section of this act provided for an election at which the voters might, if they saw fit, permit the academy to enjoy all the income.³ This is the first instance of state aid to academies in Illinois.

In an article on "The Common Schools" written about 1880 by James McQuilkin, then county superintendent of St. Clair county, the following sketch is given. " In the year 1821 the Belleville Academy was organized. The building, a frame structure, was located about where the German Methodist Church now stands. Its object was to furnish young men with a higher education. William Turner was among the first instructors. He was a cultured man and a lover of Shakespeare which he read with all the eloquence and grace of an actor. His previous history he kept to himself, but his love for Shakespeare led many to suppose that he had been formerly

1. Laws of Ill. 1819. 2. Ibid, 1825, p 147-8. 3. Ibid, 1821, p 34-5.

connected with the stage." ¹ Rev. John M. Peck in his small volume entitled "A Guide for Emigrants, Containing sketches of Illinois, Missouri and the Adjacent Parts", gives the following account of Belleville Academy: "This institution is a select boarding school for boys, under the management and instruction of John H. Dennis, Esq. a liberally educated gentleman from Virginia, and well qualified for the station. The pupils are limited to twenty-five, one-third of which are from the village and vicinity; the rest, boarders from a distance, chiefly from St. Louis. The cost of boarding and tuition is seventy-five dollars per annum. There are two vacations of one month each when the pupils return to their friends. It is altogether a private institution. The various branches of an English ² education, with Latin, Greek, and mathematics are taught here".

Just how long this academy continued in operation it is impossible to determine. In a personal letter to the writer, Hon. J. N. Perrin of Belleville, author of Perrin's History of Illinois, has this to say: "I am unable to give you the desired information, as I can find no living witnesses who remember Belleville Academy."

This first academy was a boarding school, and this was a common feature in the organization of the later academies. They served a wide constituency, and, like the Philadelphia school of 1751, one of the pleas advanced by the advocates of these schools was that they would bring students from a distance, and thus aid the local community.

Rock Springs Academy.

The second academy in Illinois was opened in 1827 at Rock Springs, St. Clair county by Rev. John M. Peck, who was one of the most

1. History, of St. Clair County, published by Brink, McDonough & Co.

2. Cook: Educational History of Ill. p 69. (1881, p 114

indefatigable workers in behalf of education whom this state has ever known. Rev. Peck was a Baptist missionary, and in his zeal for the upbuilding of his church he worked to establish a seminary for the education of ministers. The school was opened on Nov. 15, 1827 in a two story frame building which Mr. Peck with his own hands had helped to erect. It started with about fifty students, but the venture did not prosper, and by 1830 it had suspended operations. The founder speaks of it as having been "perpetually on the edge of starvation". He also says that the original plan of the institution embraced two departments; a high school conducted upon ^{the plan} of a New England Academy, and a theological department for the education of ministers.

In 1831 the Rock Springs Seminary was moved to Upper Alton and the next year was opened as the Alton Seminary under the principalship of Rev. Hubbel Loomis. In 1833 the trustees of Alton Seminary applied for a charter in order to become incorporated as the "Trustees of Alton College of Illinois", but the charter which they were tendered was not acceptable. It was not until 1835 that this school was chartered as a college along with McKendree and Illinois colleges. The following year the name was changed to Shurtleff College. This evolution from the academy to the college has been characteristic in our educational history. Nearly all our early colleges started as secondary schools. Lebanon Seminary, opened in 1828, became McKendree College two years later, and Jacksonville Seminary, started in 1829, was changed to Illinois College in 1830.

-
1. Cook: Educational History of Ill. p 69.
 2. Ibid, p 303.

Jacksonville Female Academy.

Rev. John M. Ellis of Jacksonville had been instrumental in locating Illinois College. To him and his devoted wife must be given credit for the inspiration and plan of the Jacksonville Female Academy, which was the first school for young women chartered in this state. This institution was organized in 1830 with a board of thirteen trustees, among whom were Joseph Duncan, later governor of the state; Julian M. Sturtevant, for thirty-two years president of Illinois College; and Benjamin Godfrey, the founder of Monticello Seminary.

About two years after the organization of the Board, the school was opened in rented quarters. Previous to this Mrs. J.M. Ellis had conducted a private school for girls in her own home, and this is considered as the germ of the academy. The first principal was Miss Sarah Crocker of New Hampshire. She had been recommended to the Trustees by the celebrated Mary Lyon of Mount Holyoke Seminary. Among the fourteen principals who had charge of the school while it continued, is found the name of Newton Bateman who resigned to become State Superintendent of Public Instruction in 1860.

In 1835 the Academy was chartered by the Legislature and in the same year moved into its own building which had been partially completed. An interesting relic of these early years is a bill for furniture bought from Illinois College. This furniture was made in the workshops of that institution, which was at that time trying out the Manual Labor plan. The Female Academy was merged with Illinois College in 1903, and since that time these two schools have ^{been} conducted as one co-educational institution. During its seventy-three years of existence the Academy turned out over five

hundred graduates, and thousands of young women received a portion of their education within its walls. It has been impossible to find an early catalogue of this school, but from the one issued in 1850 the following is taken which will show the scope of the work at that time; "This institution is intended to secure a thorough course of mental and moral training. The regular studies will extend through a period of four years. Preparatory to this, as intimate an acquaintance with geography, arithmetic, English grammar, United States history, and the elements of the Latin language, as can ordinarily be formed by pupils under fourteen years of age, will be required. Instruction in these studies will be given in the seminary. In the present state of educational wants and interests, the trustees find it difficult, ^{to settle} all details of a course of study so as to combine the greatest intrinsic excellence with the highest utility". The above outline of work applies only to the preparatory department which was maintained as a part of the Academy. Although the trustees may have found difficulty in working out their ideal course of study, the one which they give for the academic department is about the usual one for that day. It included the following subjects: First year; ancient history, civil geography, English grammar, algebra, chemistry, Latin. Second year; modern history and geography, philosophy of natural history, physiology, botany, natural theology, Third year; rhetoric, trigonometry, conic sections, natural philosophy, evidences of Christianity, Latin, French. Fourth year; logic, intellectual and moral philosophy, geology, elements of criticism, astronomy, Butler's Analogy, French.

The catalog goes on to say that a prominent place is assigned to the Bible as the true foundation of all intellectual and moral

greatness. Students in chemistry and the philosophies were permitted to attend lectures on these subjects at Illinois College.

This academy became one of the most famous in the West and served as a model for the large number of schools for women opened¹ a later period.

Other schools of secondary grade which Rev. Peck mentions as being in operation in 1831 were, the Vandalia High School, and female seminaries at Hillsboro, Carrollton, and Edwardsville.

In 1827 Franklin College and Monroe Academy were chartered. The former was never organized, and is of interest only because of the elaborate charter which it received, which provided for almost every phase of education. Of Monroe Academy located at Waterloo nothing has been found except that it was in operation in 1833 when a supplementary act extended its charter.

The small number of academies chartered up to 1836 seems to have been due to a fear on the part of the legislature that the religious denominations would gain control of the schools. This is evidenced by the provisionⁱⁿ all the early charters that no discrimination on account of religion should be made by the trustees, either in employing teachers or in admitting pupils.

Summary.

The educational movement in this state was slow in starting. This was due to the Southern element which made up the bulk of the early population, and which was indifferent to the benefits of higher schools.

The first academies failed from lack of support by the communities in which they started.

1. Eames: Historic Morgan and Classic Jacksonville, p 69, and the Alumnae Catalog (1906) of Jacksonville Female Academy.

With the exception of denominational schools which later became colleges, the Jacksonville Female Academy was the only one which endured.

Whatever of progress was made in arousing an interest in higher education at this early day, was due to the efforts of small groups of the Puritan element, who looked into the future, and labored zealously for the common weal.

Secondary education in Illinois was waiting for public approbation and public support.

CHAPTER IV.

TWO DECADES OF ACADEMY ACTIVITY.

The twenty years following 1835 were the years during which the academy movement was at its height in Illinois. These were years of great activity in all other lines of endeavor. Invention, commerce and manufacture made remarkable progress. This period was ushered in by the great business boom which began in 1833 with President Jackson's order for the removal of deposits from the Bank of the United States to certain state institutions known as "pet banks". This policy together with the remarkable growth of internal commerce, the rapid development of means of transportation, and the marvelous increase of western population, brought on the speculating mania which began in 1836. Cities were staked out in the wilderness, land brought the most extravagant prices, and no project was too chimerical to find ready advocates. The legislature of Illinois reflected the popular craze for speculation when, in 1837, it planned the construction of 1300 miles of state railroad, the improvement of five rivers, and the distribution \$200,000. to the few counties containing neither a railroad nor a river improvement. Eight million dollars were actually paid out, entailing a state debt which amounted to \$29.78 for every inhabitant in the state; and when Governor-elect Ford entered ~~entered~~ upon his duties in 1842, there was not enough money¹ in the state treasury to pay his postage.

As might be expected, this speculative craze brought with

1. Ford's History of Illinois, p 278.

it great activity in the establishment of private academies and colleges. From this time on as long as special charters were granted, we find in the statutes a host of acts of incorporation of such institutions; some of them at towns whose very names have disappeared from the maps; others, located in the wilderness in the hope that they might serve as nuclei for prospective cities. State Superintendent Powell writing of the academies in 1857 has this to say of them: "For more than two centuries (?) the private academy and seminary have been considered indispensable links in our American system of education. Thousands of them have existed and flourished in all parts of the country. No paper city has been so obscure, or village so remote as not to boast its academy or seminary".¹

In the two decades from 1836 to 1855 inclusive, one hundred and forty-eight academies and seminaries were incorporated by special acts of the legislature, and a considerable ^{number} were organized under the general Law of 1843, or operated without being incorporated.

The Manual Labor Movement.

Many of these institutions were Manual Labor schools. The "Manual Labor" craze was at its height in this country in the 30's and 40's. Its rise as an educational fad was in part due to the labors of Philip Emanuel Fellenberg in Europe in the early years of the nineteenth century. In 1806 he had opened a school at Hofwyl in Switzerland for school instruction and field work.²

The idea was that pupils would gain much practical information in agriculture and related subjects by field work, which

1. Illinois School Report, 1857-58. p 41

2 Brown: Making of our Middle Schools, p 335.

would add interest to the work of the class-room. Wholesome physical exercise was another end sought by the plan, but the chief one was, that the work of the pupils would meet the expenses of the school, -a claim that was not realized. The earliest schools of this kind in this country were opened in Connecticut in 1819, in Maine in 1821, and in Massachusetts in 1824.¹ From that time the movement became very general, especially in theological seminaries which, it was hoped, would thus become self-supporting. From Peck's "Gazetteer of Illinois" published in 1834 we read that Illinois College had upon its premises "a farm house, barn, bake house, workshops for students who wish to perform manual labor, and other buildings. The farm consists of three hundred acres of land all under fence. Students who choose are allowed to employ a portion of each day in manual labor either upon the farm or in the workshop. Some individuals earn each \$150. during the year".² After sinking considerable money in work-shops and equipment, the experiment was abandoned at Illinois College, as it was in all the other schools in this state where it was tried. The small demand for agricultural products in the West and the rude shop work turned out by unskilled student labor perhaps account for the unfavorable results. An inspection of the chronological list of chartered academies given in a later chapter will show that eight Manual Labor schools were chartered up to 1842. Not one of these schools was in operation in 1867 when the first comprehensive State School Report was made.³

1. Monroe's Cyclopedia of Education

2. Eames: Historic Morgan and Classic Jacksonville, p 81.

3. Illinois School Report, 1867-68, p 524.

Effect of Puritan Immigration.

Another cause for the rapid increase in the number of academies established during the period under consideration was the large number of immigrants from New England and the Middle Atlantic states who settled in the northern counties of the state. Up to 1825 there were very few people in the northern half of Illinois. A writer in 1823 spoke of Chicago as "a village of Pike county, situated on Lake Michigan, at the mouth of Chicago creek. It contains 12 or 15 houses and about 60 or 70 inhabitants".¹

These settlers were of the same Puritan stock that established the New England academies. They set^{up}_A the institutions to which they were accustomed as soon as possible. It is an interesting fact that, of the one hundred forty-eight academies chartered during these two decades, one hundred fifteen were located north of the latitude of Springfield, while the populations of the northern and southern halves of the state were about equal. (Census of 1850. North half, 410,735; South half, 440,735.)² These acts of incorporation, though trifling and unimportant, and sometimes even ridiculous, indicate the great interest in education which developed with the coming of the New Englander.

It is interesting to note that while the great majority of these institutions as planned were co-educational, only a few of them being specifically for the training of males, at least twenty-three of the charters provided exclusively for female education.

Early Schools Now in Existence.

Of the one hundred fifty-four academies chartered up to

1. Quoted by Perrin in his History of Illinois, p 116.

2. Gerhard: Illinois As It Is, Chicago 1857, p 221-3.

1857, only three are yet in existence as secondary schools. In order of the date of organization, they are- Monticello Female Seminary, St. Francis Xavier Academy, and The Frances Shimer School of the University of Chicago. They have been from the first devoted exclusively to the education of young women. Another school which began at about the same time, but which was never incorporated, is the Todd Seminary for Boys.

These old schools represent the remnant of the early academy movement in Illinois, and for that reason a brief history of each is given.

Monticello Female Seminary.

This institution is now the oldest secondary school in the state. It is located at the village of Godfrey in Madison county. It was founded in 1838 by Benjamin Godfrey, a trustee of Jacksonville Female Academy, and from whom the village takes its name. His gifts to the school amounted to more than \$53,000., and this sum together with about \$18,000. donated by other friends was sufficient for the erection of commodious buildings. A charter was obtained from the Legislature in 1843. The school was organized by Dr. Theron Baldwin, a member of the "Yale Band", who came to Illinois in 1829. This school has a history of active operation for about seventy-five years. During this period it has graduated over seven hundred fifty young women, a majority of whom have become teachers, and thousands of others, as undergraduates, have gone out from this school to carry culture and refinement into the homes of Illinois and adjoining states. At present the institution has a small endowment, but depends in the main upon tuition for its support.

St. Francis Xavier Academy.

The second oldest school of academy grade in this state is St. Francis Xavier Academy of Chicago. This school was opened by the Sisters of Mercy in 1846 in a small frame building on Wabash avenue near Madison. It was incorporated in 1847. The school now occupies elegant buildings at Xavier Park between 49th and 50th streets. The prospectus of the school for 1913 from which this information is taken has this to say of its work: " The prosperity of the school, its ever increasing membership, and its power as an educational factor are sufficient evidences of the splendid work accomplished by an institution entering upon the sixty-seventh year of its existence".

The Frances Shimer School.

The Frances Shimer School of the University of Chicago is located at Mt. Carroll, the county seat of Carroll county. It was chartered in 1853 as Mt. Carroll Seminary, and operated under this name until 1896 when it became affiliated with the University of Chicago, and the name was changed to the Frances Shimer School in honor of Mrs. F. A. W. Shimer who had been principal from the organization of the school and who, at her death, left the bulk of her property in trust for the benefit of the institution. Its present plant at Mt. Carroll is one of the most complete in the state. ¹

A comparison of the first program of studies with that in use in the school now may be of interest. In 1853 at the opening of the school the course of study was as follows: Natural philosophy, physiology, chemistry, botany, geology, general history, bookkeeping, algebra, astronomy, chronology, theory and practice of teaching, ancient geography, philosophical arithmetic, Latin, Greek, French, 1 Calendar for 1913.

German, Spanish, Italian, geometry, trigonometry, surveying and mensuration, analytical geometry and calculus, logic, mental and moral philosophy, rhetoric, political economy, Butler's Analogy, natural theology, evidences of Christianity, elements of criticism, and zoology.¹

Certainly this is a bold program of studies, and one of which a modern college ought not to be ashamed, but it must be remembered that not all of these studies were taught at any one time. It was necessary in a school depending, as the academies did, upon tuitional charges for support, to have an extended program for advertising purposes, if for no other. In answer to the question--Has the course of study been extended or modified since the organization of the school?--the Principal reports that it has been extended. The course of study for 1913 he gives as follows: Algebra, history, English, Latin, German, French, geometry, physiology, Bible, botany, physics, drawing, domestic science, and music. Of the thirty-four branches included in the first course of study, only eleven are now offered. To these, drawing, domestic science, and music have been added, which accounts for the extension, but the contraction is somewhat remarkable, and illustrates how the modern private school had modified its course of study to meet changed conditions.

Todd Seminary.

The Todd Seminary for Boys, located at Woodstock in McHenry county was founded in 1848 by Rev. R. K. Todd, a native of Vermont and a graduate of Princeton. "True to its New England origin this school has ever stood for plain living and high thinking, and in harmony with Puritan traditions it has had but one change of administration in more than sixty years of its history".² The claim

1. Information given by Principal McKee in 1913.

2. Quoted from the Prospectus of 1913-1914.

is made that this is the oldest school for boys in the Northwest, which is perhaps true.

So far as the writer has been able to learn, these four schools are the only institutions of secondary grade now existing in this state, which had a beginning during the period of academy activity. A few of the early schools, ^{of} this period were changed into colleges, among which may be mentioned: Knox Manual Labor School, now Knox College; Rockford Seminary, which became Rockford College in 1892; The Illinois Liberal Institute, now Lombard College; Hedding Seminary organized in 1855, now Hedding College; Walnut Grove Academy incorporated in 1849 which became Eureka College in 1855; Illinois Institute, now Wheaton College; ¹ and Illinois Conference Female Academy, which is now Illinois Woman's College.

Summary.

In a resume of the causes of the academy movement in this state during the twenty years following 1835, these may be noted:

The great activity along industrial and commercial lines, and the projection of vast transportation enterprises which made Illinois an Eldorado for the best class of eastern emigrants.

The Puritan influence which from the first had labored for the cause of education.

The coming of a considerable number of educated teachers from the academies and colleges of New England.

And the rapid growth of population, which increased over four hundred per cent during the two decades.

The Manual Labor Movement exerted some influence, but it was short lived and never became general.

1. Cook: Educational History of Illinois, p 331.

The oldest secondary schools now in operation are Monticello Seminary, St. Francis Xavier Academy, Frances Shimer School, and Todd Seminary.

The earliest programs of study were modeled after the academy curriculum in use at that time in New England. With the rise of the Public High School and the standardization of secondary courses of study, the academies readjusted their work to meet modern requirements.

CHAPTER V.

THE DECLINE OF THE ACADEMIES

With the enactment of the Free School Law of 1855 the academy movement in Illinois began to subside. In 1840 there were 42 academies in the state with an enrollment of 1967 pupils.¹ Ten years later the number of schools had increased to 83,² and the enrollment to 4244.³ In 1857 only 50 schools were reported, and the number of students was not given.

It is true that many charters were granted after 1857, but the movement had spent its force and was on the decline. The coming of the public high school brought a rival into the field, and one with which the private school could not cope. The high school, supported by public taxation and organized as a part of the state system, was given an assured income which the private institution did not have. These two types of schools were rivals from the first. As the high school grew in public favor, the academy correspondingly declined. The only advantage which it could claim over its younger rival was its freedom to include religious instruction in its course of study. This gave the academy the support of the Christian ministry, which was at that time a potent force. The contest for free schools in the 50's had divided the friends of education into two opposing parties. Those who favored the public school system charged that the academies were aristocratic and un-American, that they selected the best pupils and left

1. Barnard's American Journal of Education, v 24, p 171

2, Ibid, v 1, p 368

3 Illinois School Report, 1857-58, p 10.

the dullards for the free schools to train, and that they tended to emphasize class distinction: On the other hand, the friends of the academies charged that the public schools gave no training in religion, and were therefore godless; that teachers were selected not because of fitness but for other reasons, that the management of the schools was political and unstable. Many of these charges and countercharges are found in the files of old newspapers.

State Superintendent Powell in an attack on the academies in his Report for 1857 has this to say of them: " It cannot be denied that the private academies and seminaries have done more to retard the progress and sap the life blood of the common schools of this country than all other causes put together. The principles upon which they are established are essentially antagonistic; they are rivals from first to last in their claims for support".¹

Exulting over the apparent decline of the private schools, he makes this further comment: "It is highly gratifying to be able to state that, while a considerable number of these institutions are still in operation in various parts of the state, two-thirds of those in existence two years ago, have given place to the public schools or been themselves transformed into union graded schools under the law. In no particular has the vitality and adaptation of the principle of free schools to the wants of the people of a republican state like this, been more clearly manifested than in the summary manner in which the public schools of this state have taken possession of the ground hitherto occupied by the private schools both high and low.... Truly those who still cling so tenaciously to the old feudal and anti-American system of educating the rich

1. Illinois School Report, 1857-58, p 41.

alone, will soon have to abandon their ground. The youth of this state as a body will hereafter receive their preparatory instruction for entering college in the public high school instead of at the academy or seminary".¹ Supt. Powell wrote as a zealous advocate of the new free school system just then being organized, and it is but natural that he should look with disfavor upon an old and successful institution which, as he says, was retarding the progress of public education.

After a few years the contest was over and the high school occupied the field. By 1880 good high schools were common throughout the state. The private schools adapted themselves to changed conditions as best they could. Many of them took up the work of training teachers for the public schools, and in this they rendered efficient service; but with the establishing of State Normal schools the field of work open to the private school was still further restricted. Most of the private schools that are in operation now are under denominational control. Some^{are} fitting schools for colleges, and some^{are} offering special work along military or vocational lines. Only a very few are finishing schools of the American type as it was developed in this state.

The academy as an educational influence has passed, largely because the view-point of education has changed. In the early days, the good of the individual was the end sought; today the claims of society are paramount. A recent writer thus contrasts the academy and the high school as leading types of American schools: "The making of these schools represents a high development of the spirit of co-operation. The earlier academy movement was a mis-

1. Illinois School Report, 1857-58. p 42.

sionary movement- a bringing to the people of something for the people's good. The high schools on the other hand appeal less to imagination and sentiment. Their promoters did not set about doing good to the people, but rather undertook to work with all the people for the common good".¹

Summing up, we may say that the decline of the academy was due in large measure to the rise of the public school system. The general support given to public education, and the decline in denominational influence, were contributing causes.

1. Brown: Making of Our Middle Schools, p 321.

The claims that are made for this study of the Academies of Illinois as a contribution to the history of education are these:

A chronological list of academies chartered by the legislature of the state as found in the statutes, is here presented for the first time.

The growth of the academy movement is traced from the Non-Conformist schools of England, through the colonial academies to our institutions, and the influence of each is shown.

The meaning of the term -academy- is explained, and its use traced to the secondary schools of this country.

Much of the history of the first academies in Illinois is collected, and their early programs of studies are shown in contrast with those of the present day.

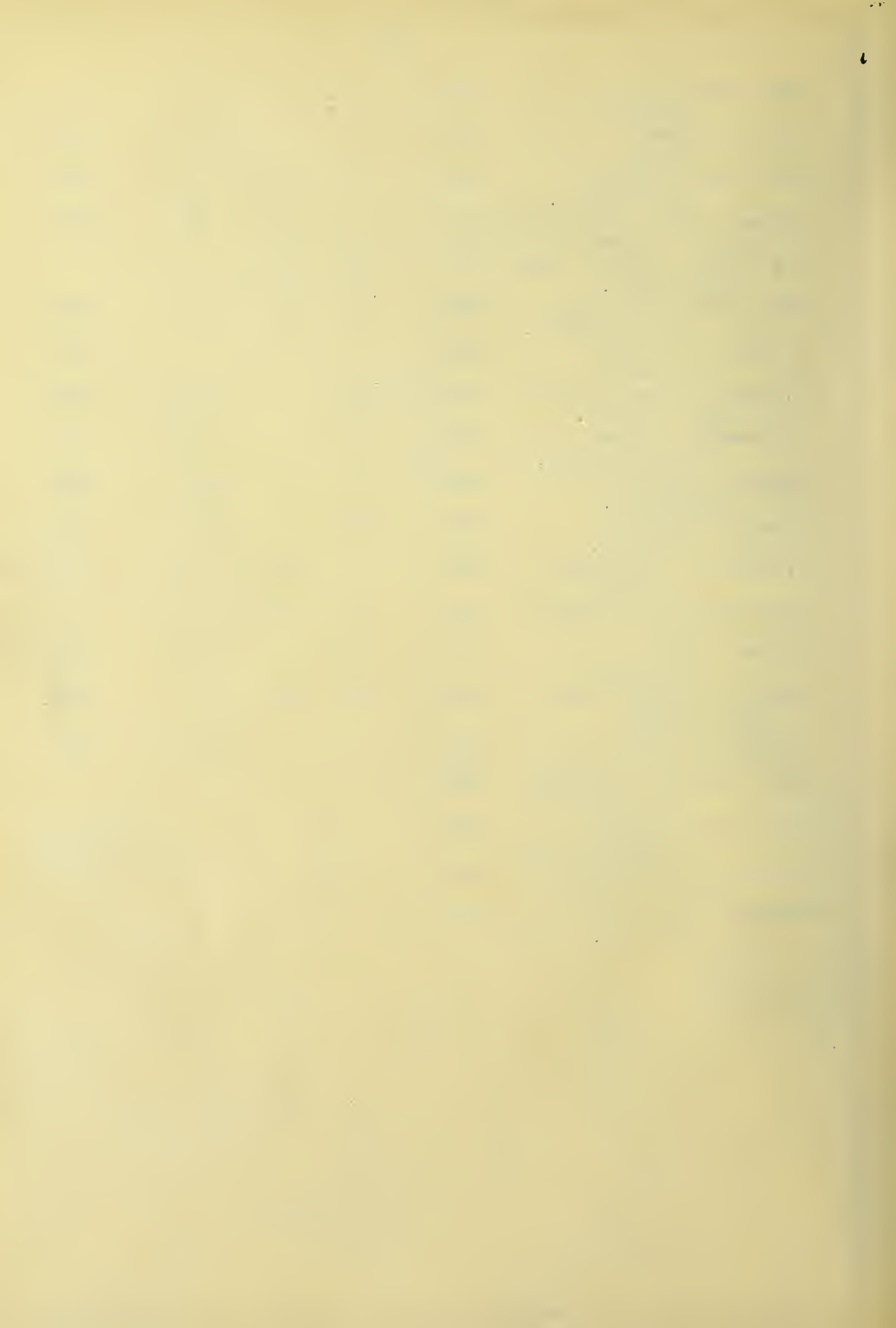
The causes for the rise and decline of the academy movement in this state are enumerated and explained.

APPENDIX A.

A list of private schools of academy grade in operation in Illinois in 1912, together with their location, date of organization, teaching force, pupils enrolled, and the number of graduates to date. A blank indicates that no report has been received.

Name and location.	When organized.	Teachers.	Pupils		Total Graduates.
			M.	F.	
Academy of the Visitation Rock Island	1899	18		137	77
Academy of Our Lady of the Sacred Heart, Peoria.	1863	9		109	500.
Aurora College, Aurora.	1893	15	38	29	130
Agustana College, Rock Island.	1860	33	318	211	686
Bradley Polytechnic Insti- tute. Peoria.	1897	34	164	131	400
Bunker Hill Military Acad- emy, Bunker Hill.	1883	9	60		
College School, Kenilworth.	1906	7	55		
Evanston Academy, Evanston.	1859	21	342	166	3000.
Ferry Hall, Lake Forest.	1869	24		140	700.
Frances Shimer School, Mt. Carroll.	1853	17		135	500.
Grand Prairie Seminary, Onarga,	1863	11	50	80	600.
Greenville College, Greenville	1855	24	150	180	90
Greer College, Hoopeston.	1890	12	40	50	400.
Harvard School, Chicago.	1865	12	130		400.
Jennings Seminary, Aurora.	1898	10		112	84
Kenwood Institute Chicago.	1885	19	10	180	400.
Lewis Institute, Chicago	1875	55	500	800	1500.
Monticello Female Semin- ary, Godfrey.	1838	21		141	750
Mt. Morris Academy. Mt. Morris	1878				
Northwestern Military Academy, Highland Park	1888	13	100		310.

Onarga Institute, Onarga.	1865	4			
Palmer Academy, Paris.	1894	2	4	11	25
Port Byron Academy, Port Byron.	1883	3	17	18	120
Pleasant View Luther Col- lege, Ottawa	1896	6	78	43	225
Rock Rover Military Acad- emy, Dixon.	1904	10	70		
Sacred Heart Academy, Springfield.	1886	18		150	128
St Alban's School, Knoxville	1906	5	40		35
St. Francis Xavier Acad- emy, Chicago.	1846	31		460	400.
St. Joseph's Academy, Bloomington.	1875	13		150	50
St. Mary's Academy, Quincy.	1867	16		156	200
St. Mary's Academy, Nauvoo.	1874	10		136	125
St. Viator's Institute, Chicago	1882	5	36		100
Todd Seminary for Boys, Woodstock.	1848	10	74		60.
Waterman Hall, Sycamore.	1888	12		67	215
Western Military Acad- emy, Alton.	1879	15	209		400.
Ursuline Academy of the Holy Family, Alton.	1859	9		125	225.
Bettie Stuart Institute, Springfield.	1868				
Concordia College, Springfield.	1863				
Geneseo Collegiate Insti- tute, Geneseo,	1884				
Chaddock Boys School, Quincy.	1900				



APPENDIX B.

CHRONOLOGICAL LIST OF CHARTERED ACADEMIES IN ILLINOIS.

1819.

Feb. 23	Madison Academy	Edwardsville	Madison Co.
Mar. 27	Belleville Academy	Belleville	St.Clair Co.
Mar. 30	Washington Academy	Carlyle	Clinton Co.

1827.

Jan. 9	Franklin College	Albion	Edwards Co.
Feb. 17	Monroe Academy	Waterloo	Monroe Co.

1835

Jan. 27	Jacksonville Female Academy		
		Jacksonville	Morgan Co.

1836.

Jan. 9	Bloomington Female Seminary		
		Bloomington	McLean Co.
Jan. 16	Carmi Academy	Carmi	White Co.
Jan. 18	Franklin Manual Labor College		Cook Co.
Jan. 15	Burnt Prairie Manual Labor Seminary		White Co.
Jan. 9	Chatham Manual Labor School		
		Chatham	Sangamon Co.
Jan 16	Mt.Carmel Academy	Mt.Carmel	Wabash Co.
Jan. 9	Alton Female Institute	Upper Alton	Madison Co.
Jan. 18	Franklin Institute		Franklin Co.
Jan. 15	Danville Academy	Danville	Vermilion Co.

1837.

Jan. 19	Lacon Academy	Lacon	Putnam Co.
Jan. 31	Granville Academy	Granville	Putnam Co.
Feb. 2	Griggsville Female Academy	Griggsville	Pike Co.

1837.

Feb. 11	Peoria Academy	Peoria	Peoria Co.
Feb. 15	Carthage Female Academy	Carthage	Hancock Co.
Feb. 15	Knox Manual Labor College	Knoxville	Knox Co.
Feb. 24	Pittsfield Academy	Pittsfield	Pike Co.
Feb. 27	Athens Female Academy	Athens	Menard Co.
Feb 27	LittleRock Academy	LittleRock	Whiteside Co.
Mar. 1	Jerseyville Academy	Jerseyville	Jersey Co.
Mar. 4	Quincy Academy	Quincy	Adams Co.
Mar. 4	Washington Academy	Washington	Tazwell Co.
Mar. 4	Hillsboro Academy	Hillsboro	Montgomery Co.
Mar. 4	Gallatin Academy	Equality	Gallatin Co.
Mar. 3	Waverly Seminary	Waverly	Morgan Co.
" "	Carrollton Seminary	Carrollton	Green Co.
" "	Fayette Seminary	Vandalia	Fayette Co.
" "	White Hall Seminary	White Hall	Green Co.
" "	Chicago Seminary	Chicago	Cook Co.
" "	Charleston Seminary	Charleston	Coles Co.
" "	Equality Seminary	Equality	Gallatin Co.
" "	Lewiston Seminary	Lewiston	Fulton Co.
" "	Jacksonville Seminary	Jacksonville	Morgan Co.
" "	Winchester Seminary	Winchester	Scott Co.
" "	Sylvan Grove Seminary	Sylvan Grove	Morgan Co.
" "	Manchester Seminary	Manchester	Scott Co.
" "	Paris Seminary	Paris	Edgar Co.
" "	Beardstown Seminary	Beardstown	Cass Co.
Feb. 18	Stonington College	Stonington	Christian Co.
Feb. 27	Hanover College	Hanover	Tazewell Co.

1837.

Feb. 28	Canton College	Canton	Fulton Co.
Mar. 1	St.Mary's College	St.Mary's	Hancock Co.
Mar. 1	Belvidere College	Belvidere	Winnebago Co.
Feb. 24	Rushville Seminary	Rushville	Schuyler Co.
Feb. 21	Princeton Seminary	Princeton	Putnam Co.
Mar. 2	Waynesville Seminary	Waynesville	McLean Co.
July 11	Fayette Manual Labor Seminary		
		Vandalia	Fayette Co.
July 20	Illinois Female Institute		
		Flat Prairie	Randolph Co.

1839.

Mar. 2	Bainbridge Academy	Bainbridge	Franklin Co.
Mar. 2	Amity Academy	Amity	Bond Co.
Mar. 2	Lebanon Female Academy	Lebanon	St.Clair Co.
Feb. 22	Elgin Academy	Elgin	Kane Co.
Mar. 2	Franklin Academy	Frankport	Franklin Co.
Feb. 12	Hanover Academy	Wapello	JoDaviess Co.
Mar. 3	Marshall Academy	Marshall	Clark Co,
Jan. 24	Menard Academy	Kaskaskia	Randolph Co.
Feb. 19	Shawneetown Academy	Shawneetown	Gallatin Co.
Mar. 1	Springfield Academy	Springfield	Sangamon Co.
Mar. 2	Lee Seminary of Learning	Dixon	Lee Co.
" "	Bloomington " " "	Bloomington	Ogle Co.
" "	Rockford " " "	Rockford	Winnebago Co.
" "	Rock River " " "	Peckatonica	" "
" "	Savanna " " "	Savanna	Carroll Co.
" "	Craig " " "	Belvidere	Boone Co.
" "	Freeport " " "	Freeport	Stephenson Co.
" "	Millersburg " " "	Millersburg	Mercer Co.

1839.

Mar. 2	Stephenson Seminary	Stephenson	Rock Island Co.
" "	Oregon "	Oregon	Ogle Co.
" "	Kishwaukee "	Kishwaukee	Winnebago Co.
Feb. 15	Central Seminary of Ill.	Carlinville	Macoupin Co.
Mar. 2	Golconda Seminary	Golconda	Pope Co.
Feb. 28	Hamilton Seminary	country	Green Co.
Mar. 2	Marshall Female Seminary	Marshall	Clark Co.
Feb. 23	Mt.Carmel " "	Mt.Carmel	Wabash Co.
Mar. 1	Rushville " "	Rushville	Schuyler Co.
Mar. 2	Warren County Male and Female Seminary	Monmouth	Warren Co.
Mar. 2	Geneseo Manual labor High School	Geneseo	Henry Co.
Feb. 27	Fairfield Institute	Fairfield	Wayne Co.
Feb. 21	Jefferson Institute	Amesville	Boone Co.
Feb. 21	Kane College	Geneva	Kane Co.

1840.

Jan. 8	Shiloh College	not located	Randolph Co.
Feb. 3	Charleston Academy	Charleston	Coles Co.

1841.

Jan. 7	Benton Academy	Benton	Franklin Co.
Feb. 19	Bond County Academy	Greenville	Bond Co.
Jan. 26	Salem Female Academy	Salem	Marion Co.
Feb. 27	Juliet Female "	Juliet	Will Co.
Feb. 27	Marion Academy	Marion	Williamson Co.
Feb. 27	Naperville Academy	Naperville	DuPage Co.
Feb. 17	Payson Academy	Payson	Adams Co.
Jan. 29	Pisgah Academy	not located	Gallatin Co.
Feb. 27	Winchester Female Seminary	Winchester	Scott Co.
Feb. 24	Fancy Farm College	country	Franklin Co.

1841.

Feb. 25	Le Roy Manual Labor School	Le Roy	McLean Co
Feb. 18	Rock River Seminary	not located	Ogle Co.

1843.

Jan. 24	St.Charles Academy	St.Charles	Kane Co.
Feb. 24	Rockville Academy	not located	Will Co.
Feb. 2	Monticello Female Seminary	Godfrey	Madison Co.
Mar. 4	Juliet Institute	Juliet ¹	Will Co.

1845.

Mar. 3	Mt.Palatine Academy	country	Putnam Co.
Feb. 25	Crystal Lake Academy	Crystal Lake	McHenry Co.
Mar. 3	Rushville High School	Rushville	Schuyler Co.
Mar. 1	Cherry Grove Seminary	country	Knox Co.
Mar. 1	Hygean Springs Seminary	Western Saratoga	Union Co.
Feb. 21	Ewing Seminary	Ewing	Wayne Co.
Feb. 7	Georgetown Seminary	Georgetown	Vermilion Co.

1847.

Feb. 28	Hainesville Academy	Hainesville	Lake Co.
Jan. 16	Illinois Conference Female Academy	Jacksonville	Morgan Co.
Feb. 25	Rockford Female Seminary	Rockford	Winnebago Co.
Jan. 22	Theological Institute of the Far West	Hillsboro	Montgomery Co,
Feb. 27	St.Frances Xavier Female Academy	Chicago	Cook Co.
Mar. 1	Peoria Female Seminary	Peoria	Peoria Co.

1849.

Feb. 12	St.Johns Academy	Rock Island	Rock Island Co.
Apr. 13	Sterling Academy	Sterling	Whiteside Co.

1. An early spelling of Joliet.

1851.

Feb. 12	Granville Academy	Granville	Putnam Co.
Feb. 15	Astoria Seminary	Astoria	Fulton Co.
Feb. 15	Paris Male and Female Seminary	Paris	Edgar Co
Feb. 15	Fayette County Seminary	Vandalia	Fayette Co.,
Feb. 17	Wesleyan Seminary	Peoria	Peoria Co.
Feb. 17	White Hall Male and Female Academy and Orphan Institute	White Hall	Green Co.
Feb. 17	Hennepin Union Seminary	Hennepin	Putnam Co.
Feb. 17	Naperville Academy	Naperville	DuPage Co.
Feb. 15	Illinois Liberal Institute	Galesburg	Knox Co.

1852.

June 18	Mount Carroll Seminary	Mount Carroll	Carroll Co.
June 18	Virginia Seminary	Virginia	Cass Co.
Feb. 4	German Evangelical Lutheran School	Addison	DuPage Co.

1853.

Feb. 12	Sullivan Academy	Sullivan	Moultrie Co.
Feb. 11	Peoria Female Academy	Peoria	Peoria Co.
Feb. 12	Batavia Institute	Batavia	Kane Co.
Feb. 12	Green Bush Union Academy	Green Bush	Warren Co.
Feb. 9	Galena Theological Seminary	Galena	JoDavie's Co
Feb. 12	Oregon Union Institute	Oregon	Ogle Co.
Feb. 12	Le Roy Seminary	Le Roy	McLean Co.

1855.

Feb. 14	Amboy Academy	Amboy	Lee Co.
Feb. 14	Glenwood Presbyterial Academy	Glenwood	Schuyler Co.
Feb. 16	Peoria Academy	Peoria	Peoria Co.
Feb. 13	DuQuoin Female Academy	Old DuQuoin	Perry Co.

1855.

Feb. 13	Urbana Male and Female Seminary	Urbana	Champaign Co.
Feb. 13	Union Academy	Sparta	Randolph Co.
Feb. 15	Chicago Theological Seminary	Chicago	Cook Co.
Feb. 6	Mt.Vernon Academy	Mt.Vernon	Jefferson Co.
Feb. 5	Quincy English and German Seminary	Quincy	Adams Co.
Feb. 9	Fulton Seminary	Lewiston	Fulton Co.
Feb. 15	Moultrie County Academy	Sullivan	Moultrie Co.
Feb. 15	Clark Seminary	Aurora	Kane Co.
Feb. 15	Illinois Institute	Wheaton	DuPage Co.
Feb. 14	Salem Female College	Salem	Marion Co.
Feb. 14	Atlanta Seminary	Atlanta	Logan Co.
Feb. 14	Marengo Collegiate Institute	Marengo	McHenry Co.

1857.

Feb. 20	Prairie City Academy	Prairie City	McDonough Co.
Feb. 13	Quincy Academy	Quincy	Adams Co.
Feb. 18	Waukegan Academy	Waukegan	Lake Co.
Feb. 14	Wauconda Academy	Wauconda	Lake Co.
Feb. 16	Aledo Collegiate Institute	Aledo	Mercer Co.
Feb. 13	Almira College	Greenville	Bond Co.
Feb. 12	Blackburn Theological Seminary	Carlinville	Macoupin Co.
Feb. 14	Canton Institute	Canton	Fulton Co.
Feb. 16	Evanston Academy	Evanston	Cook Co.
Feb. 16	Henry Female Seminary	Henry	Marshall Co.
Feb. 16	Hills Grove Academy	Hills Grove	McDonough Co.
Jan. 28	Hyde Park Seminary	Hyde Park	Cook Co.
Apr. 20	Dixon Collegiate Institute	Dixon	Lee Co.
Feb. 10	Fowler Female Institute	Newark	Kendall Co.

1857.

Feb. 9	Hedding Seminary	Abingdon	Knok Co.
Feb. 18	McHenry Institute	McHenry	McHenry Co.
Feb. 13	Rockford Commercial and Mathematical Institute	Rockford	Winnebago Co.
Feb. 14	Rockford Wesleyan Seminary and Male and Female Institute	Rockford	" "
Feb. 16	Rock River Seminary and Collegiate Institute	Mount Morris	Ogle Co.
Feb. 16	Virginia Female Seminary	Virginia	Cass Co.

1859.

Feb. 24	Blandinville Seminary	Blandinsville	McDonough Co.
Feb. 18	Charleston Academy	Charleston	Coles Co.
Feb. 24	Dover Academy	Dover	Bureau Co.
Feb. 19	Ewing Female University	Knoxville	Knox Co.
Feb. 4	Galena Classical Institute	Galena	JoDavieess Co.
Feb. 21	Mattoon Academy	Mattoon	Coles Co.
Feb. 23	Nashville Male and Female Seminary	Nashville	Washington Co.
Feb. 19	Olney Male and Female College	Olney	Richland Co.
Feb. 24	Washington Academy	Washington	Tazewell Co.

1861.

Feb. 22	Bloomington Academy	Bloomington	DuPage Co.
Feb. 22	Decatur Seminary	Decatur	Macon Co.
Feb. 20	El Paso Academy	El Paso	Woodford Co.
Feb. 22	Lockport Seminary	Lockport	Will Co.
Feb. 22	Metropolis College	Metropolis	Massac Co.
Feb. 21	Urbana and Champaign Institute		Champaign Co.

1863.

Feb. 21	Mattoon Female Seminary	Mattoon	Coles Co.
---------	-------------------------	---------	-----------

1865.

Feb. 16	Barrington Academy	Barrington	Cook Co.
---------	--------------------	------------	----------

1865.

Feb. 16	Grundy Academy	Morris	Grundy Co.
Feb. 16	Northwestern Normal Academy of Music	Bloomington	McLean Co.
Feb. 15	Quincy Academy	Quincy	Adams Co.
Feb. 16	De Soto College	De Soto	Jackson Co.
Feb. 6	Mercer Collegiate Institute	Aledo	Mercer Co.
Feb. 15	Westfield College	Westfield	Clark Co.
Feb. 16	Augustana College and Seminary	Paxton	Ford Co.
Feb. 16	Grand Prairie Seminary and Commercial College	Onarga	Iroquois Co.
Feb. 16	Mt.Zion Male and Female Seminary	Mt.Zion	Macon Co.
Feb. 16	St.Joseph's Female Seminary	Cairo	Alexander Co.
Feb. 16	Southern Illinois Seminary	Reynoldsboro	Union Co.
Feb. 16	Washington Female Seminary	Richview	Washington Co.

1867.

Feb. 15	Shelbyville Seminary	Shelbyville	Shelby Co.
Apr. 18	Anderson Female Seminary	Carlinville	Macoupin Co.
Feb. 25	Simpson Seminary and Collegiate Institute	Eureka	Woodford Co,
Feb. 25	Mount Carroll Seminary	Mount Carroll	Carroll Co.
Feb. 25	Metropolis Seminary	Mertopolis	Massac Co.
Feb. 28	Evanston Academy	Evanston	Cook Co.
Mar. 5	United Presbyterian Theological Seminary of the Northwest	Monmouth	Warren Co.
Mar. 4	Kankakee Male and Female Seminary	Kankakee	Kankakee Co,
Mar. 6	Lincoln Institute	Chicago	Cook Co.
Mar. 8	Southern Illinois College	Carbondale	Jackson Co.
Mar. 8	Southern Illinois Christian University	Claremount	Richland Co.
Mar. 8	Edgar Collegiate Institute	Paris	Edgar Co.
Mar. 7	De Witt County Seminary	Clinton	De Witt Co.

1869.

Mar. 16	Evanston College for Ladies	Evanston	Cook Co.
Mar. 27	Jennings Seminary	Aurora	Kane Co.
Mar. 31	Jerseyville Academy	Jerseyville	Jersey Co.
Mar. 31	Lake Academy	no location	Lake Co.
Mar. 31	Mt.Vernon College	Mt.Vernon	Jefferson Co.
Mar. 26	St.Angelos Academy	Morris	Grundy Co.
Mar.27	Teachers' Institute and Classical Seminary	East Paw-Paw	DeKalb Co.
Mar. 4	Winetka Academy	Winetka	Cook Co.
Aug. 3	Bettie Stuart Institute ¹	Springfield	Sangamon Co.

-
1. Organized by filing a certificate with the County Clerk
in accordance with the statute of 1855.
-

Notes.

All schools in the above list, except Bettie Stuart Institute, received special charters from the General Assembly, and these charters will be found in the Laws of Illinois.

No special charters were granted by the Legislature after the adoption of the new Constitution in 1870.

By a law passed March 6, 1843 entitled 'An Act to Incorporate Academies and Seminaries of Learning', (See Laws of 1843, p6) and amended in 1855, articles of incorporation could be obtained by applying to the County Court without a special act of the Legislature. In this way many schools were incorporated which do not appear in the above list.

BIBLIOGRAPHY.

The Session Laws of the General Assembly of Illinois. 1819 to 1870 inclusive.

Some Famous American Schools. by O.F.Adams: Boston 1903.

Early Education in Illinois. by Dr. Samuel Willard. In the Illinois School Report, 1883-4.

Early Education in Illinois. by Prof.W.L.Pillsbury. In the Illinois School Report, 1885-6.

History of Education, Monroe.

Making of Our Middle Schools, E.E.Brown.

Encyclopaedia Britannica, Eleventh Edition.

Murray's English Dictionary

Monroe's Cyclopedia of Education.

Tractate On Education ,by John Milton.

Essays Upon Projects, by Daniel Defoe.

Barnard's American Journal of Education, vols.I, XXX, XXIV.

The American High School: J.F.Brown

Text-Book in the History of Education; Paul Monroe.

History of Common School Education: L.F.Anderson.

Reports of the U.S.Commissioner of Education

History of Education in the United States: Dexter.

History of St.Clair County. published by Brink, McDonough & Co.

Educational History of Illinois: John W, Cook. Chicago, 1912.

Historic Morgan and Classic Jacksonville: Eames.

History of Illinois: Ford.

Illinois School Reports.

History of Illinois: J.N.Perrin.

Illinois As It Is; Gerhard. Chicago, 1857.

Bound Volumes of the Illinois Teacher.





